

QUALITY EDUCATION PROGRAM IMPLEMENTATION

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Abstract: The problems of learning in Indonesia continue to become more complicated day by day, increasing in number and complexity. One of the problems of learning experienced by the Indonesian nation is the low quality of learning at each level and learning unit, although it is possible that many efforts have been made to improve the quality of national learning, for example the national and local curricula, increasing teacher competence through the procurement of novels and learning materials, procurement and revision of facilities and infrastructure as well as improving the quality of school management.

INTRODUCTION

Within Indonesian society at this time various inputs arose not only through learning practitioners but through learning observer groups as well, and then impacted on national learning with unclear directions. The world of learning today is not a unifying nation, but can be said to be a venue for conflict and a breeding ground for people who are concerned with their own person in a small sense, selfish and group. Therefore, it is necessary to discuss the implementation of quality learning programs and efforts to improve the quality of education.

In KBBI, learning is an attempt by everyone to change the behavior and behavior of a person or various types of humans for an act of maturing humans through teaching and training efforts. In essence, learning is a human effort to make every human being himself in accordance with his identity. In education there are 2 main subjects that are interconnected.

The two subjects are educators and subject students. The low quality and relevance of learning is influenced by several aspects. The main aspect that influences is the quality of the educational process which cannot make a quality educational process.

Learning outcomes are also not supported by systemic assessments and evaluations that are reputable and independent, so that the quality of learning cannot be monitored objectively and in an orderly manner. It has been a universal comment that the prosperity of a country or region is related to the quality or quality of learning of the

nation itself. Even more specifically, nations that have succeeded in achieving prosperity and prosperity at this age are nations that carry out development based on ways to prosper the abilities of every human being.

That is, carrying out national development of course by focusing on a development of learning in order to develop the quality of human energy resources. The development of human energy sources, from the learning aspect means increasing learning both in terms of quantity and quality. The quantity aspect emphasizes school expansion so that residents have access to learning services regardless of their life background.

From the aspect of quality, the development of human resources means that education, in this case, the quality of schools must always be improved from time to time. The quality of schools has pressure if school graduates as formal learning institutions have relevant skills and are needed in their lives. Improving the quality of learning through standardization and professionalization that is always being made requires an explanation from various parties regarding the changes that occur in various components of the learning system. Change of learning policy from centralization to decentralization.

The problems of learning in Indonesia continue to become more complicated day by day, increasing in number and complexity. One of the problems of learning experienced by the Indonesian nation is the low quality of learning at each level and learning unit, although it is possible that many efforts have been made to improve the quality of national learning, for example the national and local curricula, increasing teacher competence through the procurement of novels and learning materials, procurement and revision of facilities and infrastructure as well as improving the quality of school management. Departing from the background of the problems above, the author took the title of the study which was compiled with the theme "Implementation of Quality Education Programs".

THEORETICAL STUDY

Of all the series of management processes, implementation is a very important management function. After that it was also stated that implementation is an effort to carry out the functions of each group seriously until they want and try to achieve the

goals of the institution and the goals of each of these industrial groups, because these groups also want to achieve these goals (Dimas, 2010: 34).

In the Indonesian Student Dictionary it is explained that the notion of quality is value, condition, a measure of authenticity (Maulana, tt: 283). In relation to quality education means the value of education. For the implementation of quality education, it is known that there is a need for a new educational paradigm that is focused on autonomy, accountability, accreditation and evaluation. These four pillars of management are expected to eventually be able to produce quality education (TPPMM, 2003: 6).

And also quality can be referred to as the level of good or bad something, content, degree or level. Likewise, quality is meant as the standard of something as measured against other things of a similar kind, which means that it is freely a standard as a measure that distinguishes one thing from another. It is the existence of these qualities that makes something different. The comparison in this item makes this item special and special compared to other items that are still in the same category.

RESEARCH METHODS

The method used in this writing is the library study method, namely compiling this paper from various references related to the discussion of management in the Koran. This study is based on literature study. Library study is a series of activities related to library data collection methods, reading and recording and processing of written material. It is a writing that utilizes library resources to obtain its writing data.

DISCUSSION AND RESEARCH RESULTS

A. Understanding Implementation Part Of Management

Execution is an action with the aim that all group members strive to achieve goals that are consistent with managerial planning and organizational efforts. To do physically the activities of these activities, until the leadership directs these actions. Such as: Leadership (leadership), orders, communication and counseling (advice). Application is also called "action movement includes activities carried out by a leader to initiate and continue activities approved by the planning and organizing department so that goals can be achieved.

Another view of implementation is that it is the most important function in management. It is often known that the planning and organization is good, but due to a

lack of execution skills, the results of a work activity are not as expected (Djoko, 1997: 8). Other terms related to directing or implementing or also called "action movements" include activities carried out by a manager in initiating and continuing activities determined by the elements of planning and organizing, so that goals can be achieved. Execution includes determining and satisfying the human needs of its employees, rewarding, leading, developing and compensating them. (Terry, 2006).

You can pay attention to the implementation function in each implementation activity from the planning that has been prepared. This implementation is clearly part of the management function that must exist in every organization. All organizations are expected to implement every plan that has been prepared and the organizational structure has been arranged. This application can be meant as an effort so that all group members want to carry out tasks in order to achieve goals with awareness and are guided by planning and organizing (organazing)" (Handayani, 16). Then it is also said that the implementation is an effort to make all staff determined in order to realize a common goal.

From this definition it can be said that implementation is an effort so that all members are determined and try to carry out their duties/work with their own awareness to achieve common/group goals in accordance with planning and organization. Thus, with the awareness possessed by each element involved in terms of implementing the plans that have been prepared beforehand.

In addition to what has been mentioned above, implementation also has the meaning of moving according to Terry implementation means stimulating group members to carry out tasks with enthusiasm and good will. The task of mobilizing is carried out by the leader, therefore the principal's leadership has a very important role in mobilizing his personnel to carry out the school/madrasah work program. Mobilizing is the task of leaders and leadership (Sagala, 2009: 52).

Implementation is a function of management which must also be considered intensively so that the implementation in the field that has been planned can run as well as possible. Thus the implementation must be applicable to a madrasa or to an organization or whatever form it takes, of course. In this case Islam is very serious about discussing the implementation of an association that has a noble purpose. The most

important thing is the implementation of the plans that have been prepared, as well as the organizational structure of the plans that have been prepared.

This verse is the actuating function of management in Surah Al-Kahf 1-2:

“Praise be to Allah who has sent down the Book (the Koran) to His servant and has not made it crooked. As a straight guide, to warn of a very painful punishment from Allah and to give good news to those who believe, who do good, that they will receive good recompense” (Ministry of Religious Affairs of the Republic of Indonesia, 293).

The verse explains that the Koran is straight, which means it does not tend to overly contain regulations, so that it is burdensome to His servants. But also not too little by ignoring human needs, so that it requires another book to set the rules.

Such are the characteristics of the Koran. He was revealed to Muhammad SAW. so that he warns the disbelievers against the great punishment of God, for their disobedience to the Koran. And so that the Apostle also gives good news to the believers who do good deeds that they will receive a great reward from Him, for their faith in Allah and His Messenger, and their good deeds while living in the world.

In the interpretation of jalalain Imam Jalaluddin Al-Mahalli gives the following interpretation, (As a straight path) straight guidance; Qayyiman recitation becomes the second thing from the recitation of the Al-Kitab above and at the same time confirms the first meaning (to warn) to frighten the disbelievers with the Koran (to be tormented) there will be doom (very harsh from His side) from Allah (and give good tidings to those who believe, who do good deeds, that they will get a good reward) (Al-Mahalli, tt: 240).

In the verse above there are several sentences which are actuating substances, namely qoyyiman, yundiro, and yubasyiru. Providing guidance is the main thing that must be carried out by leaders in creating a climate of cooperation in a team to achieve organizational goals, in addition to giving appreciation for success and warning of potential failures if not carrying out activities as planned previously a leader must not forget. Those three things are a sign of the actuating implementation contained in Surah al-Kahf as part of management.

So, it can be concluded that implementation means moving people to want to work by themselves or with awareness together to achieve the desired goals effectively in

accordance with existing plans so that the results obtained will be maximized and better aligned with the plans or goals set. have been agreed upon together, thus it is clear and obvious from the planning and objectives.

Furthermore, it is also necessary to explain the meaning of the program of course related to the implementation of quality education. The program is a detailed list of ways and efforts to be carried out. The program is also a draft regarding the principles and efforts (in state administration, the economy, and so on) that will be carried out (KBBI).

B. Definition of Education Quality

Satisfaction is a word that is quite representative when we talk about quality or quality. Quality is an object or service that has very good and valuable value. Physically, a quality object is reflected in words that are good, beautiful, true, special, and so on. In a service organization, quality can generally be seen from the services provided to customers by a person or an organization so that customers feel satisfied, without any complaints about the services obtained from the organization.

Everyone can interpret quality according to their respective perceptions. This is because quality does not have a fixed meaning so that experts still interpret quality according to their perceptions and fields. The following are some definitions of quality based on different criteria:

1. More than imagined or wanted
2. Conformity between the desire and the reality of service
3. Very suitable for use
4. Always under continuous improvement and refinement
5. From the start there were no mistakes
6. Proud and happy customers
7. There are no defects or damage (Engkoswara, 2009: 304).

Some experts have defined quality as below:

1. Joseph Juran, has the opinion that quality is fitness for use. Freely quality here is defined as the suitability or convenience of the goods used (product quality) (Suyadi, 2004: 5).

A simple example of this kind of quality is when an enthusiast buys something and the object matches what the enthusiast wants so that the enthusiast considers the item good or good. For example, a hat that a fan buys has quality if when the fan wears the hat they feel satisfied because it looks good and looks good according to what the fan wants, even though it is expensive.

In contrast to the opposite, if the hats that you buy are not suitable, then you will consider the hats to be of low quality. The same goes for quality in service organizations. An example is a barber service, if the results of the haircut satisfy the customer with neat and clean results then the customer will feel happy and satisfied while the customer considers the quality of the barber service. But it's different if the results of the haircut are in fact still not neat and dirty, then the enthusiast will consider the haircut service to be of poor quality or in milder language the quality is not good.

The definition put forward by Juran above is a definition of quality in a narrow sense from the consumer or customer point of view. From the point of view of producers, quality is a word that is quite complicated to define because quality from a producer's point of view depends on the following: designing, producing, delivering or delivering goods to consumers, service to consumers, and the use of these goods (services) by consumers (Suyadi).

Quality from the producer's point of view can be interpreted as what Suyadi expressed was, "The quality of a product is the physical condition, function and characteristics of a product concerned that can satisfactorily meet the tastes and needs of consumers in accordance with the value of money that has been spent (Suyadi). In a broader sense, Juran defines quality as overall organizational performance that is focused synergistically on customer needs and satisfaction. This is where quality is perceived as total quality management (Engkoswara).

That is the definition of quality according to one of the figures, namely Juran. Regarding other examples of the notion of quality as defined above we can apply it to various products, goods or services that we see and experience everyday, such as in banks, stalls, massage parlors, barbershops, workshops, in the market, and in educational institutions around us.

2. Philip B. Crosby defines quality as conformance to what is required or standardized (Conformance to requirement) (Mulyadi, 2010: 78). In simple terms, a product is said to be of high quality if the product complies with predetermined quality standards which include raw materials, production processes, and finished products (Umiarso, 2011: 21).

From this definition, quality is defined as compliance with existing standards. For example, in an organization that produces a product or item, it will be said to be of high quality if the item or product is in accordance with existing standards. In service organizations, for example, in the world of education there are several standards. The educational organization is said to be qualified if the organization meets the existing standards.

3. W. Edwards Deming stated in Mulyadi that quality or quality is conformity with market or consumer needs (Mulyadi: 90). In this sense, quality is whatever the consumer needs and wants. Judging from the definition above, the changing desires of consumers will affect the quality of a product according to what consumers want. It can be concluded that quality here is not a fixed thing, but something that always changes according to customer wishes. This definition is different from that put forward by Juran fitness for use and Crosby who said quality is conformance to requirements.
4. Armand V. Fiengenbaum, defines quality as full customer satisfaction (Mulyadi). A product or service is said to be of high quality if the product really makes the customer satisfied. For example, a seller of Ayam Bakar Wong Solo, this shop is said to be of good quality because this shop can satisfy customers after customers try to eat at the stall, with various menus served, especially the special grilled chicken menu.
5. Goettsch and Davis, quality is a dynamic condition related to products, services, people, processes, and the environment that meet or exceed expectations (Engkoswara). From this understanding it is clear that quality is a dynamic thing because it strives to meet customer expectations.
6. Edward Sallis, quality is seen as a concept that is both absolute and relative. In an absolute sense, quality is the same as good, beautiful, and true nature, which is an ideal that cannot be compromised. Something that is of the highest quality and

cannot be surpassed. As for quality, it is relatively seen as something inherent in a product that is in accordance with the needs of its customers. Therefore, a product or service is considered to be of high quality not because it is expensive and exclusive, but because it has value, for example product authenticity, fairness, and fame (Umiarso).

From this last opinion, it can be seen that looking at quality from two sides, namely the side where quality is universal values that are absolute and fixed, the other side sees quality as values that can change or are relative because they try to meet and satisfy customers. This is where producers are really required to always follow what is the expectations and desires of customers who are always evolving and of course differ from one individual to another regarding their assessment of the products or services offered.

From the various definitions of quality put forward by the figures above, there are at least a number of things that serve as indicators of a quality or qualities. Among others: first, suitability for use, second, compliance with standards, third, conformity to requirements, fourth, customer satisfaction, fifth, dynamic conditions related to products, services, people, processes, and the environment that meet or exceed expectations.

Based on some of the indicators above, the authors try to define quality as a dynamic condition regarding products and services that demand fulfillment of standards, needs, expectations, and desires of customers that are suitable for use and make customers feel satisfied.

Education

Talking about education, that education in general is any effort that is planned to influence other people, be it individuals, groups, or communities so that they do what is expected by the educational actors (Sukidjo, 2003). Then education can also be interpreted as a process of changing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching and training efforts, processes, methods, educational actions (BPDPN, 2002). Education is divided into 3 namely:

- a. Broad Education (Macro)
- b. Narrow Education (Micro)

c. Alternative Education

In Indonesian it is called education which means the process of educating. The words educate and education are two things that are interconnected. In terms of language, educate is a type of verb, while education is a noun. If we educate we do an activity or action. Activities indicate the existence of two aspects that must be in it, namely educators and students. So educating is an activity that contains communication between two or more people (Ekosusilo, 1990: 12).

Furthermore, education/education is giving guidance to immature humans to prepare them to be able to fulfill their own life tasks or in short: education is guidance for human growth from birth to maturity, in the physical and spiritual sense (Ekosusilo: 14).

Education Quality

Studies on the quality of education, that the quality of education in schools can be interpreted as the ability of schools to manage operationally and efficiently components related to schools, so as to produce added value to these components according to applicable norms or standards (Ahmad, 1993). Next look at the quality or success of education from three sides; namely: achievement, atmosphere, and economy. (Engkoswara, 1998). Furthermore, in relation to the quality of schools, many people say that schools are of high quality or superior by only looking at the physical condition of the school, and the number of extracurriculars in the school (Ekosusilo).

As a general rule, quality can be described as a broad and typical description of labor and products that demonstrate their capacity to perform on maintained or inferred terms. With respect to schools, quality agreements incorporate sources of instructive information, cycles, and outcomes. Instructional information is all that should be accessible on the grounds that interaction is required. Something implied as assets and programming and assumptions as cycle helpers.

Input assets include HR (heads, instructors including BP educators, workers and replacements) and residual assets (gates, hardware, cash, materials, etc). Programming input includes the design of school hierarchies, laws and guidelines, job descriptions, plans and projects. Enter the assumptions as the vision, mission, goals and objectives that the school needs to achieve. The availability of input is needed with the aim that the

cycle can occur properly. Accordingly, lower information quality can be estimated from the availability of information.

The higher the level of information preparation, the higher the nature of the information. The course of the school is the difference in something being something different. Something that affects the course of the cycle is called input, while something that occurs due to interaction is called output. In small size training (schools) the cycle referred to is dynamic interaction, institutional administration expositions, program board interaction, instructing and learning interactions, and observing and assessing processes, with the note that the process of education and learning has the most significant level of significance in contrast to the cycle different.

Interaction should be at its best when organizing and planning and managing school inputs (educators, substitutes, educational programs, cash, dental, etc.) is done in congruity, to create a learning environment that is fun to learn, ready to inspire and premium on learning and really ready to engage students. Individualized organization that allows implies that students are not only experts in the information sought by their instructors, but that information has also been turned into substitute substance still, in small voice, continued with, trained in regular everyday life and increasingly critical students can know how to learn (ready to build himself).

The result of teaching is a school fair. School executions are school executions that occur because of school expositions/behaviors. School execution can be assessed by quality, adequacy, usefulness, effectiveness, development, nature of work life and morale. Especially regarding the nature of school outcomes, it tends to be clarified that school outcomes should be of the best or caliber if school performance, especially substitute performance, shows high achievement in: (1) scientific achievement, as broad repeated scores, recent grades, logical papers, scholastic competition ; and (2) non-scientific achievements, such as IMTAQ, trust, fairness, sports, expression, abilities and other extracurricular exercises. The nature of the school is influenced by many phases of expositions such as preparation, execution,

The consequences of instructors are seen as qualifications with the assumption that they can produce greatness and scientific adequacy in students who are proclaimed to move from a certain level of schooling. Scholastic greatness is communicated by the

grades achieved by students. Ex-curricular benefits are communicated by the various types of abilities that support the cycle during the extracurricular program. No less important is also explained in this discussion about the characteristics of the quality of education itself. The characteristics of the quality of education are as follows: (Husaini, 2006).

1. (Execution) is identified with the useful parts of the school including: presentation of educators in instructing both in providing convincing clarification, sound and tireless teaching, and preparing complete sample materials, administration of rules and great school education with great execution after turning into a vaforit school.
2. Reasonable time (event course) reasonable time keeping in mind the start and end illustrations for time, careful replay time.
3. The unshakable quality is the long-lasting support time. Including the extraordinary assistance provided by the school continues for quite a long time from one year to another, the nature of the school remains and in general will increase from one year to another.
4. Versatile resilience information, for example despite the financial emergency the school actually survived.
5. Fun (aesthetics), for example, the outside and inside of the school are spread out attractively, educators create interesting instructive media.
6. Human relations (interfguru individual) maintains demonstrable virtues and skills. For example, school residents respect each other, popular governance, and assume demonstrable skills.
7. Usage (simple utilization) is the means and foundation used. For example, school rules are not difficult to implement, library books are not difficult to get on schedule.
8. The unique structure (highlight) is a definite blessing for example the school predominates as far as information innovation authority (computerization).
9. Certain principles (objection to detail) that meet specific guidelines. For example, schools meet the least aid guidelines.

10. (Consistency) is exacerbation, stable and stable, for example, the nature of the school has not diminished from the past like recently, the school population can be relied upon with an individualized structure, he said.
11. Consistency without variation, not blended. For example, schools do rules, aimlessly, wear clothes.
12. Ready to serve (functionality) can offer excellent assistance. For example, schools provide cases of ideas and ideas that come in can be fulfilled appropriately so that clients feel fulfilled.
13. Precision (accuracy) is the accuracy in assistance, for example a school can offer the type of assistance according to what the school client needs.

C. Education Quality Improvement

Below will describe ways to improve the quality of education, there are several things that can be done including: (Syaodih, 2007).

1. Changes in the learning curriculum. The curriculum is the basis or schedule of education that will be taught by the teacher to the students. This curricular change can improve education but with this curriculum change it sometimes creates controversy for everyone. This curriculum change must be considered carefully so that students and educators can implement it properly.
2. Teacher quality improvement. Improving the quality of teachers can be done by selecting primary educators before they teach in schools. With the right choice, it is hoped that the teacher is truly the energy of choice who can guide his students well. And Education of People Gets Rewards Therefore Gives Rewards, "Human Resource Management" says, awards are given to attract and retain HUMAN RESOURCES as necessary to achieve the organization's advice. Staff (teachers) will be motivated if given extrinsic rewards (salary, allowances, awards and commissions) and intrinsic rewards (praise, challenge, recognition, responsibility, opportunities and career development). Humans have a number of needs that have five levels (order of needs), namely, starting from physiological needs (food, clothing and shelter), the need for safety (avoidance from fear of security disturbances), social needs (society), needs that reflect self-esteem, and the need to actualize themselves in society. Educators and masters as human beings are

expected to be the spearhead of improving the quality of the desire to elevate their dignity and prestige. His great service in the world of education deserves intrinsic and extrinsic appreciation so as not to be marginalized in public life. Educators and masters as human beings are expected to be the spearhead of improving the quality of the desire to elevate their dignity and prestige. His great service in the world of education deserves intrinsic and extrinsic appreciation so as not to be marginalized in public life. Educators and masters as human beings are expected to be the spearhead of improving the quality of the desire to elevate their dignity and prestige. His great service in the world of education deserves intrinsic and extrinsic appreciation so as not to be marginalized in public life.

3. School Operational Assistance (BOS). Basically, this assistance is designed by the government to help schools that are unable to provide adequate educational facilities and infrastructure needed by their students. But sometimes this program is misused by irresponsible parties so that the delivery is still not ideal.
4. Student Special Assistance (BKM). This government program is specifically to help with costs for students who cannot afford to get an education like other children.
5. State-of-the-art educational facilities and infrastructure. If the quality of education in our country is to be advanced, educational facilities and infrastructure must be improved. If the educational facilities are good today then students can do education comfortably. Their comfort is the key to success in learning composition. With the enactment of the 2004 curriculum (KBK), now teachers are more asked to contextualize their learning with the real world, or students who can be ignored get a smaller than expected image from the real world. This hope cannot be achieved without the help of learning tools (educational facilities and infrastructure).
6. Education equity. Education is not only for those in cities but in remote areas must also get proper education. It is the duty of the government to equalize education in all regions.
7. Reducing and Eradicating Corruption. Corruption in the world of education is carried out jointly (Amin Rais calls it corruption) at various levels, starting from the level of schools, services, to departments. The reason, starting from masters, school principals, service heads, and so on, is included in the corruption network.

Schools that are expected to be strongholds that uphold the values of honesty actually show corrupt practices to students.

CONCLUSION

Within today's Indonesian population there are multiple sources of information through specialist learning as well as through audience learning as well, and are further influenced by widespread adaptation for reasons that are less clear. The universe adapts today not as a unifying state but can be thought of as a position of discord and cultivation of individuals who combine significantly with themselves from few, childish and many perspectives. Until then it should be examined about the implementation of quality learning projects and efforts to work on the nature of education.

Studies on the quality of education, that the quality of education in schools can be interpreted as the ability of schools to manage operationally and efficiently the components related to schools, so as to produce added value to these components according to applicable norms or standards. Next look at the quality or success of education from three sides; namely: achievement, atmosphere, and economy. Furthermore, in relation to the quality of the school, many people say that the school is of high quality or superior by only looking at the physical condition of the school, and the number of extracurriculars in the school.

SUGGESTION

It is hoped that this writing will serve as reading material as well as material for consideration for all of us, especially those of us struggling in the world of education so that we are more sensitive to the needs of education around us in order to improve the quality of education around us.

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